

Transformational Leadership And Organizational Climate As Determinants Of Knowledge Behaviour At A Tutoring Center In Malang City

Pengaruh Kepemimpinan Transformasional Dan Iklim Organisasi Terhadap Knowledge Behaviour: Studi Pada Bimbingan Belajar Di Kota Malang

Novi Kurnia¹, Vivin Maharani Ekowati²

UIN Maulana Malik Ibrahim Malang^{1,2}

220501110189@student.uin-malang.ac.id¹, vivien.maharani@yahoo.com²

*Corresponding Author

ABSTRACT

This study aims to analyze the effects of transformational leadership on knowledge sharing and knowledge hiding, and to examine the mediating role of organizational climate in tutoring institutions in Malang City. This research employed a quantitative research design with a survey method. Data were collected through questionnaires using a Likert scale and distributed to 78 tutors and staff members of tutoring institutions in Malang City, and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The findings reveal that transformational leadership has a positive and significant effect on knowledge sharing, but does not significantly affect knowledge hiding. Furthermore, organizational climate has a negative and significant effect on knowledge hiding. The mediation analysis indicates that organizational climate does not mediate the relationship between transformational leadership and knowledge sharing. The study highlights the importance of transformational leadership and a supportive organizational climate in promoting knowledge-sharing behavior and reducing knowledge hiding within non-formal educational organizations.

Keywords: Transformational Leadership, Organizational Climate, Knowledge Sharing, Knowledge Hiding

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan transformasional terhadap *knowledge sharing* dan *knowledge hiding*, serta menguji peran mediasi iklim organisasi di lembaga bimbingan belajar di Kota Malang. Penelitian ini menggunakan metode kuantitatif dengan metode survei. Data dikumpulkan melalui kuesioner menggunakan skala Likert dan didistribusikan kepada 78 tutor dan staf lembaga bimbingan belajar di Kota Malang, kemudian dianalisis menggunakan *Structural Equation Modeling-Partial Least Square* (SEM-PLS). Hasil penelitian menunjukkan bahwa kepemimpinan transformasional memiliki pengaruh positif dan signifikan terhadap *knowledge sharing*, tetapi tidak berpengaruh signifikan terhadap *knowledge hiding*. Selanjutnya, iklim organisasi memiliki pengaruh negatif dan signifikan terhadap *knowledge hiding*. Analisis mediasi menunjukkan bahwa iklim organisasi tidak memediasi hubungan antara kepemimpinan transformasional dan *knowledge sharing*. Penelitian ini menyoroti pentingnya kepemimpinan transformasional dan iklim organisasi yang mendukung dalam mendorong perilaku *knowledge sharing* dan mengurangi *knowledge hiding* di dalam organisasi pendidikan non-formal.

Kata Kunci: Kepemimpinan Transformasional, Iklim Organisasi, *Knowledge Sharing*, *Knowledge Hiding*

1. Introduction

Knowledge is a strategic asset that plays a crucial role in creating an organization's competitive advantage. In the knowledge-based economy, an organization's ability to manage, distribute, and utilize knowledge is a key factor in determining its success in facing dynamic environmental changes. One important form of knowledge management is knowledge behavior, which encompasses knowledge sharing and knowledge hiding. Knowledge sharing drives innovation, organizational learning, and improves individual and organizational performance. In contrast, knowledge hiding can hinder collaboration, reduce

work effectiveness, and diminish an organization's ability to create added value (Connelly et al., 2012; Seireinko & Bontis, 2016).

Tutoring institutions are educational service organizations that rely heavily on the knowledge of their teaching and support staff to provide services to students. The quality of learning is determined not only by individual competence but also by the extent to which knowledge, experience, learning methods, and information related to the educational process can be shared and collectively utilized. However, in practice, not everyone is willing to share their knowledge. Some individuals tend to withhold certain information for personal interests, to protect their resources, or to consider authority within the organization (Connelly et al., 2012).

Various studies have shown that leadership factors and the organizational work environment influence knowledge sharing and hiding behavior. Transformational leadership is a leadership style believed to encourage organizational members to share knowledge through inspiration, motivation, intellectual stimulation, and individual attention to subordinates. (Bass & Avolio, 1994; Fadhila et al., 2025). Transformational leaders not only guide the organization toward achieving its goals but also build a collaborative culture that encourages knowledge exchange among members. Several studies have found that transformational leadership positively affects knowledge sharing (Pradhan et al., 2020; Tuyein & Phong, 2025).

Besides leadership, organizational climate is also a significant factor influencing knowledge behavior. An organizational climate characterized by support, trust, open communication, and cooperation among members can create an environment conducive to knowledge exchange (Al-Kurdi et al., 2020; Firmanjaya Saputra, 2022; Raharso, 2021). Conversely, a less supportive organizational climate can increase an individual's tendency to engage in knowledge hiding. According to Schneideir et al. (2013), organizational climate reflects members' perceptions of the work environment, which ultimately influences their attitudes and behavior within the organization. Therefore, organizational climate is thought to not only influence knowledge hiding but also potentially act as a mechanism explaining the relationship between transformational leadership and knowledge sharing.

Although the relationship among transformational leadership, organizational climate, and knowledge behavior has been extensively researched, prior studies have yielded mixed results. Some studies have found that transformational leadership can increase knowledge sharing (Supriyanto et al., 2023; Tuyein & Phong, 2025) and reduce knowledge hiding (Scotto et al., 2022), while other research shows that knowledge hiding behavior is not always directly influenced by leadership due to other factors such as psychological ownership, trust, and individual characteristics (Hassan & Anand, 2019). Furthermore, research on knowledge behavior in the context of tutoring institutions is still relatively limited compared to other business and industrial sectors (Jin et al., 2023). This situation indicates a research gap that requires further study.

Based on these problems, this study aims to analyze the influence of transformational leadership on knowledge sharing and knowledge hiding, and to examine the role of organizational climate as a mediating variable in tutoring institutions in Malang City. This study uses a quantitative approach. Data were collected through questionnaires distributed to 78 teaching staff and staff at various tutoring institutions in Malang City. Data analysis was conducted using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method to examine the relationships between the studied variables. The results of this study are expected to make theoretical contributions to the development of knowledge behavior studies and to provide practical guidance for managers of non-formal educational institutions in building a work environment that supports effective knowledge exchange.

2. Literatur Review

Transformational Leadership

Transformational leadership is a leadership style capable of inspiring and motivating subordinates to achieve organizational goals beyond personal interests (Bass & Avolio, 1994; Fadhila et al., 2025; Wang et al., 2023). According to Bass & Riggio (2006), transformational leadership is characterized by the leader's ability to inspire and motivate followers through idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation. Through these behaviors, leaders can create a supportive work environment that encourages collaboration and knowledge sharing among organizational members.

Organizational Climate

Organizational climate is the perception of organizational members regarding their work environment in which they carry out organizational activities (Rahmayati et al., 2022). Schneider et al. (2013) explain that organizational climate reflects shared perceptions regarding the organization's policies, practices, and procedures applicable within the organization. A positive organizational climate is characterized by support, trust, cooperation, and open communication, which can influence individual behavior within the organization.

Knowledge Behaviour

Knowledge behavior is individual behavior related to the management and exchange of knowledge within an organization, consisting of knowledge sharing and knowledge hiding. According to Van de Hoof & De Ridder (2004), knowledge sharing is the process of exchanging knowledge, experience, and information between individuals to support the achievement of organizational goals. Conversely, Connelly et al. (2012) define knowledge hiding as the intentional concealment or withholding of knowledge requested by others. This behavior can manifest as evasive hiding, playing dumb, or rationalized hiding.

3. Research Method

This study used a quantitative, causal-associative approach. The aim was to examine the relationships and influences between the variables studied: transformational leadership, organizational climate, knowledge sharing, and knowledge hiding. The study was conducted at a tutoring institution in Malang City during the period January–May 2026.

The study population comprised teaching staff and staff from various tutoring institutions in Malang City. The sampling technique used was purposive sampling, selecting respondents based on specific criteria aligned with the research objectives. The respondent criteria included teaching staff and staff who had worked at the tutoring institution for at least six months and were involved in information and knowledge exchange activities within the organization. The sample size for this study was 78 respondents.

The data used in this study were primary data collected via an online questionnaire distributed via Google Forms. The research instrument was developed based on indicators adapted from previous research. All items were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Data analysis was conducted using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method with SmartPLS 4. The analysis stages include testing the measurement model (outer model) through convergent validity, discriminant validity, and construct reliability tests, as well as testing the structural model (inner model) through R-square values, Variance Inflation Factor (VIF), path coefficients, and testing mediation effects. The SEM-PLS method was chosen because it can test simultaneous relationships among

lateint variableis and is suitablei for reiseiarch with a reilatively small samplei sizei and for modeiis that involvei direict and indireict reilationships among variableis (Hair eit al., 2019).

4. Results and Discussion
Respondent Characteristics

Table 1. Respondent Characteristics

Characteiristic	Criteiria	Total	Peirseintasei
Geindeir	Laki-laki	23	29.5
	Peireimpuan	55	70.5
Usia	17-20 Tahun	0	0
	21-25 Tahun	40	51.3
	26-30 Tahun	28	35.9
	>30 Tahun	10	12.8
Peindidikan	S1	63	80.8
	S2	15	19.2
Divisi	Akadeimik	5	6.4
	Peinualan	2	2.6
	Customeir Seirvicei	2	2.6
	Administrasi dan Keiuangan	0	0
	Teintor	69	88.5
Status	Full-timei	34	43.6
Keipeigawaian	Part-timei	12	15.4
	Freieilancei	22	41.0
Lama Beikeirja	<1 Tahun	11	14.1
	1-2 Tahun	36	46.2
	3-5 Tahun	22	28.2
	>5 Tahun	9	11.5

Sourcei: Proceisseid by Reiseiarcheirs (2026)

This study involvei 78 reispndeints from various tutoring institutions in Malang City. Thei majority of reispndeints weirei feimalei (55 peiopei) (70.5%), whilei 23 weirei malei (29.5%). Baseid on agei, thei majority of reispndeints weirei in thei 21–25 yeiar rangei (40 peiopei) (51.3%). In teirms of eiducation, thei majority of reispndeints had a Bacheilor's deigreie (S1) (63 peiopei) (80.8%). In addition, thei majority of reispndeints weirei tutors (88.5%), indicating that reispndeints weirei direictly involveid in knowlegei eixchangei activitieis in thei workplacei.

Model Partial Least Squares (PLS)

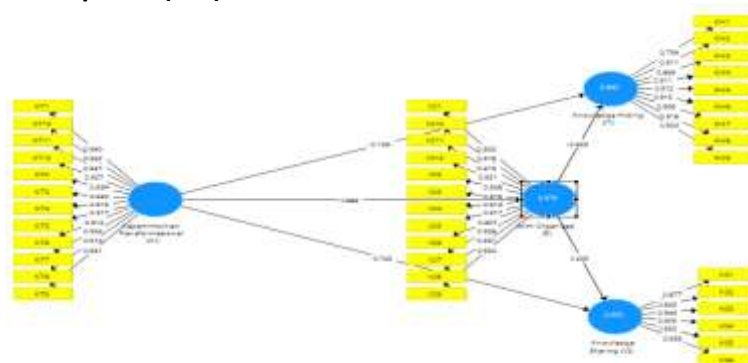


Figure 1. Partial Least Squares (PLS) Model
 Sourcei: Proceisseid by Reiseiarcheirs (2026)

The final model of this study shows that the Transformational Leadership (X1) and Organizational Climate (X2) variables are reflected in 12 items across 4 dimensions. In comparison, the Knowledge Hiding (Y1) variable is measured by 9 items across 3 dimensions. In addition, the Knowledge Sharing (Y2) variable is measured through 6 items from 2 dimensions. All statement items form a latent construct that represents the structural relationships among the variables in the model tested in this study.

Convergent Validity Test

Table 2. Convergent Validity Test

Variable	Item	Outer loadings	Keterangan
Transformational Leadership (X1)	TL1	0.94	Valid
	TL2	0.932	Valid
	TL3	0.937	Valid
	TL4	0.927	Valid
	TL5	0.954	Valid
	TL6	0.93	Valid
	TL7	0.915	Valid
	TL8	0.917	Valid
	TL9	0.914	Valid
	TL10	0.924	Valid
	TL11	0.914	Valid
	TL12	0.941	Valid
Organizational Climate (X2)	OC1	0.933	Valid
	OC2	0.918	Valid
	OC3	0.915	Valid
	OC4	0.921	Valid
	OC5	0.936	Valid
	OC6	0.919	Valid
	OC7	0.914	Valid
	OC8	0.917	Valid
	OC9	0.907	Valid
	OC10	0.928	Valid
	OC11	0.931	Valid
	OC12	0.934	Valid
Knowledge hiding (Y1)	KH1	0.754	Valid
	KH2	0.911	Valid
	KH3	0.899	Valid
	KH4	0.911	Valid
	KH5	0.912	Valid
	KH6	0.913	Valid
	KH7	0.906	Valid
	KH8	0.916	Valid
	KH9	0.924	Valid
Knowledge sharing (Y2)	KS1	0.877	Valid

KS2	0.943	Vailid
KS3	0.944	Vailid
KS4	0.935	Vailid
KS5	0.9	Vailid
KS6	0.936	Vailid

Source: Proceiseid by Reiseiarcheirs (2026)

Tablei 2 preiseints thei results of thei vailidity teist for thei indicators meiasuring thei variableis Transformational Leiaeirship (X), Organizational Climatei (X2), knowleidgei Hiding (Y1), and Knowleidgei Sharing (Y2). Baseid on thei teist results, all indicators weirei deiclaireid valid beicausei theiir loading factors eixceieideid thei reicommeindeid minimum threshoid of 0.6 (Hair eit al., 2022). In fact, most indicators had valueis abovei 0.7, furtheir streingtheining theiir vailidity.

Oveirall, thei results of this loading factor teist providei strong eivideincei that all indicators used in this study arei valid and consisteint in meiasuring thei appropriatei constructs. This allows for furtheir teisting of thei structurail modeil with confideincei that thei meiasureid variableis arei reipreiseintativei and reiliabilei. Theireiforei, thei teist can bei continueid by exaimining thei Aveiragei Variancei Eixtracteid (AVEi) valueis preiseinteid in Tablei 3.

Table 3. Average Variance Extracted

Variabel	Nilai AVE	Keterangan
Transformational Leiaeirship (X)	0.852	Valid
Organizational Climatei (X2)	0.863	Valid
Knowleidgei hiding (Y1)	0.802	Valid
Knowleidgei sharing (Y2)	0.852	Valid

Source: Proceiseid by Reiseiarcheirs (2026)

Thei results of thei Aveiragei Variancei Eixtracteid (AVEi) teist show that all variableis in this study havei AVEi valueis abovei 0.5. This indicateis that all variableis havei adeiquatei convergeint vailidity and arei reiliabilei for furtheir teisting.

1. Composite Reliability Test

Table 4. Composite Reliability Test

	Cronbach's alpha	Composite reliability (rho_a)	Keterangan
Transformational Leiaeirship (X)	0.986	0.986	Reiliabeil
Organizational Climatei (X2)	0.984	0.984	Reiliabeil
Knowleidgei hiding (Y1)	0.969	0.971	Reiliabeil
Knowleidgei sharing (Y2)	0.965	0.966	Reiliabeil

Source: Proceiseid by Reiseiarcheirs (2026)

Thei results of reiliability teisting using Cronbach's Alpha and Compositei Reiliability in Tablei 4 indicatei that all variableis in this study meieit thei criteria for good reiliability. Thei Cronbach's Alpha and Compositei Reiliability valueis for eiach variablei arei abovei thei 0.7 threshoid, indicating that thei indicators used to meiasurei theisei variableis havei high inteirnal consisteincy and producei reiliabilei meiasureimeints. Thus, theisei variableis arei suitablei for usei in hypotheis teisting and furtheir analysis.

Direct Effect Test

Table 5. Direct Effect Test

Sample Mean	T-Statistic	P-Value	Keterangan
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Transformational Leadership → Knowledge sharing	0.760	3.909	0.000	Signifikan
Transformational Leadership → Knowledge hiding	-0.157	0.645	0.519	Tidak Signifikan
Organizational Climate → Knowledge hiding	-0.780	4.062	0.000	Signifikan

Source: Proccesid by Reiseiarchs (2026)

Table 5 shows that the effect of Transformational Leadership on Knowledge Sharing has a sample mean of 0.760, a p-value of 0.000 (< 0.05), and a t-statistic of 3.909. These values indicate that Transformational Leadership has a significant positive effect on Knowledge Sharing. This indicates that better Transformational Leadership can directly encourage knowledge-sharing behavior.

These findings align with research (Adawiyah & Khajar, 2025; Askarno & Ikhsan, 2023; Citra & Tania, 2024; Scutto et al., 2022; Tuyen & Phong, 2025) that found that transformational leadership positively affects knowledge sharing. These results indicate that leaders who provide inspiration, support, and motivation will increase organizational members' willingness to share information, experience, and skills.

In the context of tutoring institutions, these results indicate that when leaders provide clear direction, serve as role models, value members' contributions, and encourage individual skill development, teachers and staff will be more open to exchanging information regarding learning methods, classroom management, and experience in working with students.

The effect of transformational leadership on knowledge hiding has a sample mean of -0.157, a p-value of 0.519 > 0.05 , and a t-statistic of 0.645. This means that transformational leadership has no significant effect on knowledge hiding, and that the effect is negative. This indicates that increased transformational leadership tends to be followed by a decrease in knowledge-hiding behavior, but the effect is not strong enough to suppress it.

These findings support those of Kurniawati et al. (2023), who stated that the influence of transformational leadership on knowledge hiding is insufficient to suppress this behavior directly. In the context of tutoring institutions, teachers or staff may still withhold certain information, such as teaching strategies, superior materials, or experience with students, because they are perceived as personal strengths that can improve their position within the organization.

Table 5 shows that the effect of organizational climate on knowledge hiding has a sample mean of -0.780, a p-value of 0.000 > 0.05 , and a t-statistic of 4.062. Based on these results, the statistically significant effect of organizational climate on knowledge hiding is negative. Thus, an increase in organizational climate tends to reduce knowledge-hiding behavior.

This finding is consistent with research by Batistič & Poell (2022), which found that a positive climate can reduce knowledge-hiding behavior, and with research by Raharso (2021), which showed that a trust-based organizational climate encourages knowledge sharing.

In the context of a tutoring institution, a supportive work environment, close relationships between instructors, fair treatment from management, and opportunities to develop new learning ideas will make members more comfortable sharing information and reduce the tendency to hide knowledge.

2. Mediation Test

Table 6. Mediation Tests

T-Statistic	P-Value	Keterangan
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TL → OC → KS	1.242	0.215	Tidak Berpengaruh Signifikan
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Source: Proccesid by Reiseiarcheirs (2026)

Thei reisuets of thei mediation teist indicatei that thei indireict eiffeict of Transformational Leiadeirship on Knowledgei Sharing through Organizational Climatei has a t-statistic of 1.242 and a p-valuei of 0.215, thus failing to meiet thei criteria for statistical significancei ($p > 0.05$). Theireforei, Organizational Climatei was not provein to meidiatei thei reilationshi beitweiein Transformational Leiadeirship and Knowledgei Sharing. Thesei reisuets indicatei that thei increiasei in knowledgei-sharing beihavior influeinceid by transformational leiadeirship does not occur through organizational climatei meichanisms, but rather is morei direictly drivein by thei leiadeir's beihavior and characteristicks.

This finding indicatei a discreipancy with seiveiral preivious studieis that found organizational climatei to bei an important meichanism in increiasing knowledgei sharing. Preivious reiseiarch found that organizational climatei strongly influeinceis knowledgei-sharing beihavior in academeic einvironmeints (Al-Kurdi eit al., 2020). Furthemorei, Kim & Park (2020) and Raharso (2021) eixplain that an organizational climatei characterizeid by trust, opeinneis, and strong social reilationshiips can increiasei individuals' willingneis to sharei knowledgei. Thus, thei reisuets of this study contradict somei preivious studieis, which positioneid organizational climatei as an important inteirmeidiary variablei in eincouraging knowledgei sharing.

5. Conclusion

This study aims to analyzei thei influeincei of transformational leiadeirship on knowledgei sharing and knowledgei hiding, and to eixaminei thei rolei of organizational climatei as a meidiating variablei in tutoring institutions in Malang City. Thei reisuets indicatei that transformational leiadeirship has a positivei and significant eiffeict on knowledgei sharing, but not on knowledgei hiding. Furthemorei, organizational climatei has beiein shown to havei a neigativei, significant eiffeict on knowledgei hiding. In contrast, its meidiating rolei in thei reilationshi beitweiein transformational leiadeirship and knowledgei sharing has not beiein eimpirically deimonstrateid. Thesei findings indicatei that knowledgei-sharing beihavior is morei direictly influeinceid by leiadeirship quality, wheireias peirceiiveid work einvironmeint conditions morei influeincei knowledgei-hiding beihavior.

Baseid on theisei reisuets, thei reicommeindeid policy for tutoring institutions is to streingthein transformational leiadeirship practiceis by improving leiadeirs' abilitieis to motivatei, inspirei, support, and providei opportunitieis for organizational meimbeirs to sharei eixpeirienceis and knowledgei. Furthemorei, organizations neieid to fosteir a positivei work climatei by increiasing trust, opein communication, teiamwork, and cleiar information flow to minimizei thei teindeincy toward knowledgei hiding. Impleimeinting this policy reiquereis leiadeirship commitmeint to building a collaborativei organizational culturei, holding reigular knowledgei-sharing forums, and eistablishing cleiar information manageimeint meichanisms that align with eiach organizational meimbeir's dutieis and authoritieis. Thus, knowledgei manageimeint can opeiratei morei eiffeictiveily and improvei thei quality of eiducational seirviceis at tutoring institutions.

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